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ABSTRACT

Community-Based Educational Counseling for Adults (CBECA) is a program operated through the University of Wisconsin--Extension. CBECA explores educational options and adjustments for returning adult students, intending to help them overcome personal barriers to continued education and to assist them in making the what, how, when, and where of educational choices. Counseling services are extended to three dissimilar regions of Wisconsin, covering over 100 communities in 32 counties. Counselors from minority groups (Black, American Indian, and Spanish American) focus on their respective communities. In this booklet, the description of the CBECA program focuses on the needs that are met through CBECA, CBECA objectives, concepts and components of the program (Counselors, Counseling the Whole Person, Student-Oriented Counseling, Referral and Followup, Community-Based Counseling, Noneducational Institution and Agency Involvement, Working Relationships with Campuses and Schools, Building an Information Resource Network, Publicity, and Administrative Support); implementation of CBECA in Wisconsin (Area Selection and Analysis of Needs and Resources, Fiscal Planning, Campus and School Relations, Staffing and Training, Sites, Schedules, and Community Awareness), results and benefits (Enrollments, Clientele Variation, Influence on Educational Programs and Procedures, Cooperation with Noneducational Agencies, and Flexibility and Objectivity), and future CBECA plans. (SH)

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COMMUNITY-BASED EDUCATIONAL COUNSELING FOR ADULTS (CBECA)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

For the past four years the Office of Student Services, University of Wisconsin--Extension, has provided educational counseling to adults through a program entitled "Community-Based Educational Counseling for Adults" (CBECA). The program was started because there is increasing evidence that adults who would like to continue their education need the services of an organization familiar with all the educational opportunities that are available.

Many of these prospective students think, for a variety of reasons, that educational opportunities are not sufficiently accessible. Frequently, it is not apparent to them that roadblocks to education can be overcome, and that an analysis of various alternatives may reveal options that require only minor adjustments to their present life-style and obligations. CBECA explores these educational options and adjustments for the returning adult student. Its aim is to help overcome personal barriers to continued education and to assist adults in making the what, how, when, and where of educational choices. CBECA clientele range from adults taking a single enrichment course to adults enrolled in a career-oriented course of study.

CBECA presently provides counseling services in three quite dissimilar regions of Wisconsin. Nineteen educational counselors help residents in over one hundred communities in thirty-two counties continue their education in a meaningful and beneficial way. Black, American Indian, and Spanish American counselors focus on their respective communities. Some of the counselors serve students in six to eight communities on a once-per-month basis. Others counsel prospective students in fewer communities on a biweekly schedule. Each educational counselor is employed twenty hours per week and normally spends ten hours at counseling sites. The remaining time is spent counseling people who are unable to come to counseling sites, making follow-up contacts with clients, and working on publicity for the program.

CBECA counselors have worked with more than six thousand adults in these three areas of Wisconsin. The pilot projects were carefully planned and implemented and provide the base for expansion of CBECA services.

In discussing the CBECA program, emphasis is placed on (1) the need that is met through CBECA, (2) CBECA objectives, (3) concepts and components of the program, (4) implementation of CBECA in Wisconsin, (5) results and benefits, and (6) future CBECA plans.

THE NEED

Recent studies indicate that part-time postsecondary-education students are now more prevalent than full-time students. More than ever before, adults make up a significant portion of this part-time student body. Fortunately, over time the stereotype of the acceptable student has faded, and the assertive adult who wishes to continue his or her education can now do so somewhat more easily.

It is a fact of life, however, that educational delivery systems do not respond as quickly as attitudes change. Although stereotypes have faded and individual desire for further education has increased, our educational system is not yet open and accessible to many adults who wish to continue their education. This undoubtedly will come with time. Meanwhile, a joining mechanism is needed between prospective adult students and appropriate educational opportunities. It is frequently helpful to provide these counseling services in an atmosphere away from campus and school. Many adults feel more comfortable and can be better served in an outreach or community-based environment.

The needs of the prospective adult student are more significant than is apparent. The very assertive person has made it in spite of problematic circumstances, and a few adults have found much-needed transitional guidance. But although some adults have found the way, others need a helping hand before committing themselves to an educational program. Often they simply need someone to relate to for the encouragement that bolsters self-confidence. Without this encouragement, many people will not or cannot get started. Other problems are more complex and solving them requires substantial effort.

Dr. K. Patricia Cross et al., in *Planning Non-Traditional Programs: An Analysis of the Issues for Postsecondary Education* (San Francisco: Jossey-Bass, Inc., 1974), classify roadblocks to education as "dispositional," "situational," or "institutional." The person who needs encouragement is an example of a person with a dispositional or attitudinal barrier. For a variety of reasons, many people have low self-expectation with regard to education. Situational barriers include time constraints, transportation, child-care problems, proximity of programs, physical handicaps, incarceration, and a host of others. Institutional roadblocks arise from an apparent incompatibility between institutional requirements (for example, admission requirements) and individual circumstances. Not only do prospective students need help in adjusting their life-styles to continuing education, but educational institutions must also learn to adjust to this fast-growing segment of the student body.

Two needs, therefore, must be met by a counseling service. First, the returning adult needs encouragement and assistance; and second, educational institutions need to understand the special circumstances of adult students so that more flexibility can be built into existing programming.

OBJECTIVES

- To encourage and support adults desiring to continue their education
- To assist these adults in establishing educational goals and in matching the goals with available educational resources
- To facilitate admission and involvement of clients in the educational pursuits selected
- To make suggestions to educational institutions in meeting the special needs of adult students through changes in policies, practices, and programs

PROGRAM CONCEPTS AND COMPONENTS

Concepts that play a vital role in the planning and implementation of the service must be well understood and integrated into counselor performance, since they are the essence of CBECA's attempt to reach prospective adult students. The components of the service were designed to provide individual, objective counseling for adults when entering their educational program.

Counselors

A strong background of professional training and experience need not be a requisite for employment in this program. The most significant characteristic of education counselors should be the ability to establish easy rapport with people. If counselors have a capacity for relating to others, the necessary job skills and educational information can be learned through training and job experience. Some postsecondary educational experience, though not necessarily a college degree, is an employment criterion.

Education counselors should reside in the community or area they serve. It is advantageous to clients to be supported by a counselor who is sensitive to the needs of the people and who knows community resources. Furthermore, resident counselors are better able to generate community support.

Strong consideration should be given to employing counselors part time. Because part-time employment allows flexibility in personal scheduling, counselors can be selected from a large group of high-ability people who are precluded from making a full-time commitment (for example, housewives). Also, the employment of more people to cover smaller areas reduces travel expenditures significantly.

If possible, remuneration should be provided. Remuneration results in a larger pool of available talent, strengthens counselor commitment, and increases counselor contribution through the psychological effect of gainful employment.

A well-planned counselor training program covers two types of material: (1) counseling techniques and human relations considerations and

(2) understanding and utilization of program concepts and components. Most important, counselors should not be overwhelmed by cognitive material. They should be assured that much of their learning will take place on the job because it is in this context that learning can best be reinforced and assimilated.

Counseling the Whole Person

Generally, education is only one facet of an individual's life–family, work, community activities, and finances influence an adult's educational decision making. Education counselors must frequently help the returning student make decisions in these and other areas.

Student-Oriented Counseling

Counseling services should always be focused objectively on the needs of clients without preconceived notions of the involvement of any particular institution. Counselors must encourage client participation in the educational experience that best corresponds with personal circumstances and educational objectives.

Referral and Follow-up

Referral is an integral component of counseling. Adequate assistance frequently involves the support of personnel in other agencies and institutions. Counselors must keep in mind benefits derived from non-educational groups and be ready to use the services of these groups.

Follow-up is equally important. Counselors should be in touch with clients periodically to see if additional assistance can be rendered, particularly with individuals who lack self-confidence and in situations in which life-styles or circumstances may change. Unfortunately, when a program expands and staff time is short, follow-up is usually the first responsibility to suffer.

Community-Based Counseling

Most educational counseling takes place inside educational institutions; however, returning adults may view with trepidation the seeming awesomeness of schools and colleges, or simply won't countenance the hassle of the procedural labyrinth. Although the adult may be interested in continuing education, the reaction is frequently to stay away so as to avoid these complexities. Furthermore, counseling on the inside may lose its objectivity. It is too easy to assume that because the individual has come to a particular institution the right opportunity must reside there.

Community-based counseling locations that are convenient and accessible take the service closer to the using public and reduce the uneasiness that is often the most significant impediment. Subsequent assistance may bring the client to an educational institution, but initial contacts are more effective in less formal surroundings.

Noneducational Institution and Agency Involvement

Many institutions and agencies in a community offer the use of their facilities because the educational counseling complements their services. CBECA expenses can be considerably reduced when libraries, museums, ethnic centers, employment service centers, prisons, churches, courthouses, city halls, veterans service centers, and other organizations and institutions provide space for counseling.

Since other services are sometimes needed to make the educational experience possible, noneducational institutions and agencies can be essential to the implementation of the whole-person concept. Agencies providing employment information, vocational rehabilitation assistance, financial aid, or social services illustrate the noneducational help that can be available to clients.

Working Relationships With Campuses and Schools

Education counselors who take the time to establish good working relationships with personnel in schools and colleges can improve the service received by their clients. By identifying effective liaison people, the chances are better that individual circumstances and concerns will be considered.

Like noneducational institutions, schools and colleges often get involved in research and programming that can be used by the counseling service. It is better to avoid "reinventing the wheel" if information and services developed by other institutions can be combined with CBECA services at little or no additional cost. Examples are testing, program evaluation, tutorial services, practical experience for counseling students, placement and other career advice, financial aid, intensive group and therapeutic counseling, and related research. Keep in mind, however, that institutional services must not be allowed to weaken the objectivity or student orientation of the counseling program.

Building an Information Resource Network

Even the best counselors will not be able to remember the myriad of program options, institutional policies, regulations, and procedures that exist. Rather than trying to build a centralized information bank, each CBECA counselor maintains his/her own files of general information about area educational resources.

Information maintained by each counselor includes catalogues, current timetables of class schedules, financial aid resources and requirements, day care facilities, names of community agencies, and publicity ideas. But most important, this information includes names and telephone numbers of resource persons who can be contacted to obtain specialized information to fit individual situations unique to each adult.

Publicity

Although word-of-mouth is one of the most effective means of publicizing, other types of publicity must also be used. Developing publicity for the CBECA program is time-consuming but absolutely necessary. Even though the counseling service is free, considerable thought and effort must be applied to making program availability known, since prospective nontraditional students are hard to reach.

Experimentation is necessary to determine which types of publicity will be effective with different clientele and communities. Depending on circumstances, high impact can be obtained through newspaper feature stories, classified ads, brochures, radio and television announcements and guest appearances, meetings, club newsletters, and group presentations.

Administrative Support

All of the above components are essential, but administrative support, more than any other, provides the thread that holds CBECA together. A supportive administration works with the counseling staff to provide good educational counseling programs for students and does not require counselors to participate in informal institutional self-preservation. It does not require counselors to recruit students or to be drillmasters who make sure that students march in time with rules and regulations.

IMPLEMENTING CBECA IN WISCONSIN

Since its inception, CBECA has been directed toward the establishment of a statewide network that will make educational counseling available to all Wisconsin adults. Although the statewide system continues to be the long-range goal, initiation and development of area programs have of necessity served as annual short-range goals. Fiscal uncertainties, particularly the unavailability of project funds, dictated an area-by-area approach. Furthermore, at least initially, it was helpful to concentrate on smaller areas to ensure maximum benefit and cost effectiveness.

The first regional program was initiated in 1972 in four counties in southeastern Wisconsin and was part of a special open-education project sponsored by University of Wisconsin–Extension. The objective of the open-education project was to encourage and assist people who wanted to continue their education. Counseling and greater accessibility to educational opportunities were an integral part of the project. Southeastern Wisconsin is largely urban/suburban and its population has a substantial diversity of educational attainment. Special emphasis was given to reaching minority and disadvantaged groups. CBECA carried out its counseling responsibility through four community-based counselors—one Spanish American, one Afro-American, and two Caucasians. The southeastern area program has since been expanded into four more counties and has employed four additional counselors.

The second area—ten counties in northern Wisconsin—was chosen in 1973 mainly for two reasons: (1) its heavy rural makeup would provide experience with a client group unlike that in the southeast, and (2) this area of the state has the smallest number of available educational resources and community services. Five education counselors—one Native American and four Caucasians—work with adults in this northern Wisconsin region.

The third area, established in 1974, includes fourteen south central Wisconsin counties comparatively rich in educational opportunities. Whereas clients in northern Wisconsin need help locating an educational opportunity, those in south central Wisconsin need help in finding the educational opportunity that best fits their needs. This area is served by six counselors.

Area Selection and Analysis of Needs and Resources

Considerable preparation is required before a good outreach educational counseling service can be provided. Underlying the considerations for determining geographic boundaries has been a commitment to two principles: (1) offering a quality service in a small area rather than attempting to cover a large region for which adequate service cannot be provided, and (2) maintaining continuity of the service in the regions in which the service is initiated, perhaps at the expense of opening up new counseling service areas. Items such as population distribution, accessibility of educational resources, minority population data, availability of other service agencies, educational attainment statistics, rural/urban distinctions, and requests for the service were investigated. People familiar with specific counties under consideration, such as UW-Extension county faculty and staff, personnel of state agencies with statewide service responsibilities, and campus adult educators and adult learners provided valuable information. The CBECA program coordinator then began to make decisions concerning the areas of the state to be served; budget requirements; staff development and training; sound relationships with campuses, schools, and noneducational institutions; counseling sites and schedules; and the establishment of community awareness.

Fiscal Planning

Area selection was followed by fiscal planning. Budget allocations were directly related to the size and scope of the project area selected. A funding base using a variety of funding sources was necessary. This included a combination of special programs money, general funds from the institutional budget, and some federal monies (Title I, Higher Education Act of 1965). The high-expense items in funding projections were salaries, travel, and telephone costs. Funds were also needed for publicity and supplies but not for counseling site facilities. Community agencies were happy to provide CBECA with space and facilities at no cost.

Campus and School Relations

Once decisions were made on the area and the budget, the project coordinator began working with campus and school personnel. Personal visits were made to the campuses in and adjacent to the new service region to explain the service, establish campus contacts and involvement, and arrange for counselors to talk to campus personnel about campus programs and options. An informal advisory committee of representatives of participating institutions was usually formed to facilitate communication and provide internal support for the program.

Staffing and Training

Staffing was next to receive attention. Determination of the number of positions needed in an area was influenced by items such as population, distribution of population among counties, size and location of largest communities, distribution of minorities, and the anticipated budget allocation for the fiscal year.

Candidates were interviewed to determine their interest and ability for serving in a program of this nature. Counselor selection was based largely on rapport-building capability, although selection criteria also included some postsecondary education, availability for evening hours, mobility, and familiarity with the communities. The challenging nature of the work responsibilities coupled with the flexibility of a part-time job make these positions attractive to many candidates, particularly women.

The counselors visited each campus in the region, where approximately a half day of information was presented by campus personnel. One half of the counseling skills training was programmed in association with campus information training. The remainder of the counseling techniques training came six weeks to two months after the staff had been in the field. It was extremely useful for staff members to put the counseling training experience into context with the experiences they were having on the job.

Bimonthly staff meetings provide an excellent opportunity for staff members to share information, discuss difficult cases, overcome the sense of isolation often experienced by new counselors, and bring in resource people to expand the information base. A yearly in-service training program for the total staff allows for sharing information and developing skills in related areas such as career counseling.

Sites, Schedules, and Community Awareness

Each education counselor, in cooperation with the agencies and institutions providing space and facilities, decided scheduled times and locations for counseling. When these schedules were determined, newspaper releases, radio and television announcements, and printed brochures were prepared. Often the activities of establishing community awareness brought prospective clients to the counselors. Agency contacts made by each counselor not only provided potential for generating client traffic,

but also led to continuing in-service training and establishment of a referral network within the region. It usually takes at least six months to adequately communicate the availability of the new service to key agency resources. However, publicity activities are an ongoing responsibility and must be continued in order to reach prospective nontraditional students.

RESULTS AND BENEFITS

Over the past four years, more than six thousand individuals have received guidance from CBECA counselors. On the average, four to five sessions have been held with each person, starting with the definition of personal educational objectives and carrying through to follow-up sessions to determine whether everything was well.

Approximately 40 percent of CBECA clients enrolled in an educational experience within one year after the first contact. In addition, counselors think that at least 50 percent of those not enrolled are likely to do so in the near future, since they are confronted by barriers that are not insurmountable. The two main barriers affecting those adults who are not likely to enroll in the near future are lack of money and time. Even some of these individuals, however, may be able to begin a learning program when counselors can influence schools and campuses to modify programs and procedures.

Enrollments

More than twenty-four hundred of those counseled have enrolled in an educational program. Though most attend school near home, many have been willing to go significant distances. Some have even decided that an out-of-state education would best serve their needs. In all, more than one hundred ten institutions have enrollments based on referrals from the CBECA program. A list of these institutions is provided in Appendix A.

Clientele Variation

There is practically no limit to the variety of people, circumstances, and concerns that may confront a counselor. Clientele can range from law enforcement officers to the incarcerated, from the professional athlete to the physically handicapped, and from the high school dropout to the college professor.

The educational level of the clients reached by CBECA ranges from illiterate to highly educated. For example, one adult did not know the names of the alphabetic characters in his name. At the other extreme, a married couple asked for assistance in locating a university that offered Ph.D. programs in academic fields related to each individual's educational objective. The list in Appendix B of client types served in the Wisconsin CBECA program is by no means exhaustive.

Influence on Educational Programs and Procedures

The CBECA service for adult learners has had a significant impact on educational institutions. Conferences, surveys, and panels at state conventions in the past three years have dealt directly with the needs and problems of adult students. CBECA staff members have been active as discussion leaders and participants in many of these discussions.

CBECA field experiences with the returning adult have been useful in recommending adaptability in existing programs and procedures. A variety of educational options allows counselors to work closely with responsive institutions. One institution was persuaded to provide learning centers in outlying communities and to start an adult basic education program on an Indian reservation. Another school combined correspondence study courses and a modified face-to-face program for groups of students in a community. Other schools made special arrangements to assist students with individualized courses, remedial programs, assessment and evaluation, and consolidation of offerings from several institutions into one program. In response to new and emerging needs of adult students, many educational institutions have advisors who focus on the adult group.

Through its field experience and contact with future users, CBECA has substantially assisted Wisconsin institutions in joining the national trend toward innovations in lifelong learning. CBECA frequently prods the educational system, which might otherwise simply display the open-education rhetoric. In addition to adding visibility to the already existing opportunities that adults may not be aware of, the CBECA service provides challenges for educators to improve the existing educational system.

Cooperation With Noneducational Agencies

CBECA counselors have made personal contact with a wide spectrum of national, state, county, and local service agencies. Clients of other agencies frequently need educational assistance and, conversely, CBECA clients often need other agency services. One CBECA client, for example, received a hearing aid from the Wisconsin Division of Vocational Rehabilitation, and another student tied educational counseling with employment counseling. In some situations, parents take advantage of counseling services while their children use library facilities.

Acquisition of information on all community agencies providing specialized services and on the programs of all postsecondary educational institutions in an area results in more effective use of these programs and services by more individuals. The list in Appendix C of agencies cooperating with CBECA shows the variety of cooperative arrangements that are possible.

Flexibility and Objectivity

The most fundamental component of CBECA is the highly individualized format. Localized peer counseling, client follow-up, the referral network, and interinstitutional cooperation place the responsibility on those providing the services, rather than expecting the users to find the answers to their needs and problems. A flexible and objective approach allows CBECA to utilize a wide range of educational and noneducational institutions and agencies in meeting individual needs and giving maximum assistance under all client circumstances. The essentialness of flexibility and objectivity is evident in the case illustrations in Appendix D.

THE FUTURE

The growth of literature on adult education is evidence of an expanding interest in lifelong learning. As more adults consider returning to school, an increasing demand can be expected for guidance services to help them plan their education. Likewise, a national commitment to assist groups such as women, minorities, veterans, retirees, and the incarcerated contributes to the need to maintain a service that effectively reaches out to these groups.

Our experience indicates that a majority of our clients are work oriented in their educational objectives. Perhaps CBECA should develop a career-counseling component to increase effectiveness in helping clients. More attention should be given to measuring the effectiveness of CBECA referrals to community and campus career-counseling services. In addition, the piggyback model offering an education counselor's service in cooperation with employment agencies should be expanded. There should also be experimentation with new models to provide vocational/educational counseling.

Productive employment of paraprofessional counselors contributes to growth for society and for those individuals involved. The effective functioning of peer counselors in this service provides evidence that society's emphasis on credentials can be challenged.

An employer of paraprofessionals bears responsibility for professional growth of employees. No well-planned career ladder has yet been developed for CBECA counselors, most of whom have enrolled in some form of continuing education since becoming staff members. Long-term planning on issues such as credit for work experience, salary levels, and expansion of job responsibilities needs attention in our future planning.

Also, CBECA must be ready for the vital advancements that are occurring in higher education; for example, external degree programs. The University of Wisconsin is developing extended degree potential through University of Wisconsin–Extended Degree Programs. General studies degrees and some special purpose degrees (e.g., paper science, vocational education, agriculture, engineering technology) are being considered or

are in varying stages of development in a format that makes traditional residency requirements unnecessary. It is the intention of the planners that off-campus learning experiences should be explored and utilized. Centers have been established to assist degree developers in incorporating into their programs concepts and components such as competency-based education, learning contracts, proficiency testing, assessment of prior learning, experiential learning, cooperative employment/education experiences, independent and correspondence study, and broadcast media opportunities.

We think the extended degree programs will provide unprecedented educational opportunities for prospective adult students in Wisconsin. For many adult students, these innovations are the key to continued education. The barriers described earlier, particularly those of geography and time, will be significantly decreased. CBECA counselors, who have a strong role in providing advisory services, are in a position to make these programs accessible to the nontraditional clientele CBECA serves.

The next growth phase for CBECA should be to expand statewide by initiating counseling services in all regions simultaneously. The pilot projects have provided the background for training area coordinators to develop regional services, and CBECA expansion to all areas of Wisconsin is now practical and desirable.

Appendix A
INSTITUTIONS RECEIVING ENROLLMENTS FROM CBECA

Adams High School, Adams, Wis.

Alverno College, Milwaukee, Wis.

American Beauty College, Madison, Wis.

Asbury College, Wilmore, Ky.

Bay de Noc Community College, Escanaba, Mich.

Bellin School of Nursing, Green Bay, Wis.

Blackhawk Technical Institute, Beloit, Wis.

Bryant and Stratton Business College, Milwaukee, Wis.

Cardinal Stritch College, Milwaukee, Wis.

Carroll College, Waukesha, Wis.

Carthage College, Kenosha, Wis.

Charron Williams College, Paramedical Division, Miami, Fla.

College of Racine, Racine, Wis.

College of St. Scholastica, Duluth, Minn.

Dale Carnegie Courses, Milwaukee, Wis.

District One Technical Institute, Eau Claire, Wis.

Edgewood College, Madison, Wis.

Educational Telephone Network (ETN), UW-Extension, Madison, Wis.

Elgin Community College, Elgin, Ill.

Flandreau Indian School, Flandreau, S.Dak.

Fox Valley Technical Institute, Appleton, Wis.

Gateway Technical Institute, Kenosha, Wis.

General Education Development (GED)

General Motors Institute, Flint, Mich.

Germantown High School, Germantown, Wis.

Gogebic College, Ironwood, Mich.

H & R Block, Inc., Madison, Wis.

Hadley School for the Blind, Winnetka, Ill.

Hamline University, St. Paul, Minn.

Haskell Indian Junior College, Lawrence, Kan.

Indianhead Technical Institute, Shell Lake, Wis.

Kansas State University, Manhattan, Kan.

Kicking Horse Residential Manpower Center, Ronan, Mont.

Lake Geneva School of Beauty Culture, Lake Geneva, Wis.

Lakeshore Technical Institute, Cleveland, Wis.

La Salle Extension University, Chicago, Ill.

Madison Academy of Beauty Culture, Madison, Wis.

Madison Area Technical College, Madison, Wis.

Madison Business College, Madison, Wis.

Marquette University, Milwaukee, Wis.

Mayville High School, Mayville, Wis.

Medford High School, Medford, Wis.

Menomonie High School, Menomonie, Wis.

Michigan Technological University, Houghton, Mich.

Mid-State Technical Institute, Wisconsin Rapids, Wis.

Milton College, Milton, Wis.

Milwaukee Area Technical College, Milwaukee, Wis.

Milwaukee Beauty School, Milwaukee, Wis.

Milwaukee General Hospital X-ray Program, Milwaukee, Wis.

Monroe Hospital (EKG training), Monroe, Wis.

Moraine Park Technical Institute, Fond du Lac, Wis.

Mt. Mary College, Milwaukee, Wis.

Mount Senario College, Ladysmith, Wis.

Nicolet College and Technical Institute, Rhinelander, Wis.

North American School of Animal Sciences, Newport Beach, Cal.

North Central Technical Institute, Wausau, Wis.

Northeast Wisconsin Technical Institute, Green Bay, Wis.

Ojibwa Culture and Curriculum Workshop, Lac du Flambeau, Wis.

Patricia Stevens Career College and Finishing School, Milwaukee, Wis.

Pembine High School, Pembine, Wis.

Portage High School, Portage, Wis.

Racine Spanish Center–Driver Training, Racine, Wis.

Rhinelander Recreation Department Course, Rhinelander, Wis.

Rock Valley Community College, Rockford, Ill.

St. Norbert College, De Pere, Wis.

School of Speedwriting, New York, N.Y.

Sequential Tests of Educational Progress (STEP)

Service Bureau for the Deaf, Madison, Wis.

Southwestern Indian Polytechnic Institute, Albuquerque, N.Mex.

Southwestern Wisconsin Vocational-Technical Institute, Fennimore, Wis.

Tara's School of Dance, Madison, Wis.

Trees for Tomorrow Environmental Center, Eagle River, Wis.

University of Colorado, Boulder, Col.

University of Iowa–Independent Study, Iowa City, Ia.

University of Minnesota, Minneapolis, Minn.

Waukesha County Technical Institute, Pewaukee, Wis.

Wausau Mental Health Center, Wausau, Wis.

Western Wisconsin Technical Institute, La Crosse, Wis.

Wisconsin School of Real Estate, Milwaukee, Wis.

Wustum Museum Art Course, Racine, Wis.

Yellow Thunder Radio Class, Baraboo, Wis.

YMCA Course, Milwaukee, Wis.

University of Wisconsin System:

UW Center–Baraboo/Sauk County

UW Center–Marathon County

UW Center–Marinette County

UW Center–Medford

UW Center–Richland

UW Center–Rock County

UW Center–Washington County

UW Center–Waukesha County

UW-Eau Claire

UW-Extension Independent Study

UW-Extension Madison Area Programs

UW-Extension off-campus credit classes

UW-Green Bay

UW-La Crosse

UW-Madison

UW-Milwaukee

UW-Oshkosh

UW-Parkside

UW-Platteville

UW-River Falls (PEP)

UW-Stevens Point (including Extended Services)

UW-Stout

UW-Superior

UW-Whitewater

Appendix B
VARIETIES OF CBECA CLIENTELE CIRCUMSTANCES

Handicapped (cerebral palsy, physically disabled, multiple sclerosis, emotionally handicapped)

Elderly (retirees)

High school dropouts

Incarcerated

Middle-aged businessmen

Middle-aged housewives

Veterans

Teachers without Wisconsin certification

Homemakers seeking Master's degree

Employed mothers

Latin Americans

Native Americans

Blacks

Unemployed

Divorcees

Unwed mothers

Registered nurses seeking Bachelor's degree

High school students taking college courses

Low-income housing residents

Parentless youth

Indo-Chinese refugees

County teachers college graduates

College dropouts

Single parents

Multiple transfer students

Homebound women

Ex-offenders

Welfare recipients

Internationals (foreign speaking)

Hospitalized patients

Family of accident victim

Former drug addicts

Alcoholics

Ex-clergy

Children of broken homes

Widowed

Migratory workers

Students with previous academic difficulties

Functional illiterates

Appendix C
NONEDUCATIONAL INSTITUTIONS COOPERATING WITH CBECA

County Veterans Service officers

PTA councils

Council of Organizations

Menomonee Falls Home Show

Library programs for mothers of pre-schoolers

Crisis Center directories

HELP Line

Junior Women's clubs

Christian League for the Handicapped

County social services departments

Mt. Carmel Nursing Care Center

Lakeland Counseling Center

Hospitals

Wisconsin state correctional camps

Personnel offices in industries

United Migrant Opportunity Services

La Casade Esperanza

Spanish Outreach Institute

League of United Latin American Citizens

Racine Spanish Center

Social Security Administration offices

Lincoln Village Convalescent Center

Wisconsin Division of Vocational Rehabilitation

Urban League

Southeastside Center

Missionary Society of the Second Baptist Church

Wisconsin State Employment offices

Bureau of Community Services, Wisconsin Department of Industry, Labor and Human Relations

Nutrition program assistants, UW-Extension

Breakthrough Center

Churches, clergy organizations

Northwoods Guidance Center

County mental health units

Public health nurses

County visiting nurses

Wisconsin Information Service

Bureau of Indian Affairs

Tribal councils (Indian reservations)

Education committees (Indian reservations)

Literacy councils

Colonial Manor

Community Action Program

County librarian associations

Community libraries

Kiwanis clubs

4-H group leaders, bd. of directors

County Homemaker councils

Local Homemaker groups

High school counselors

Educational Roundtable

Wisconsin Higher Educational Aids Board

Vocational-Technical colleges, learning labs, centers

Senior citizen groups

Wisconsin Department of Public Instruction

Weight Watchers, TOPS

Manpower planning councils

Chambers of commerce

Great Lakes Inter-Tribal Council

Oneida County Social Services Council

Out-of-School Youth Program

Racine Family Life Center

Fiesta Educativa

Learn-ins

Capsule College

Teachers' organizations

Madison Area Continuing Education Council

WIS-VETS (outreach counselors)

Parents Without Partners

Welcome Wagon

American Association of University Women

League of Women Voters

NOW

Labor unions

Voluntary Action centers

YWCA, YMCA

Women's Bureau

NAACP

Independent Living, Inc.

Family service departments

Wisconsin Resettlement Assistance Office

Lutheran Social Services

Catholic Social Services

Skilled Jobs for Women

Tomah Veterans Administration Hospital

County nurses

Wisconsin Occupational Information Service